

**Draft Implementation Checklist: Life Skills**

Grant Year 1 2 3

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

\_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_ Coalition  
\_\_\_\_\_ No. of Classes \_\_\_\_\_ Type of Class (if applicable) \_\_\_\_\_ No. of Yth

**Program Components**

- ☐ Drug resistance skills and information (designed to impact knowledge, attitudes, normative expectations and skills for resisting drug use influences from the media and peers)
- ☐ Personal self management skills (decision-making, problem solving, self control skills for coping with anxiety and self improvement)
- ☐ Social Skills component (communication, relationship and assertiveness skills)
- ☐ Self-improvement project

**Program Structure** (school-based)

- ☐ 15 class periods (6<sup>th</sup> or 7<sup>th</sup> grade)
- ☐ 10 class periods as booster sessions the following year (7<sup>th</sup> or 8<sup>th</sup> grade)
- ☐ 5 class periods as booster sessions the following year (8<sup>th</sup> or 9<sup>th</sup> grade)

**Program Materials**

- ☐ Teacher's Manual
- ☐ Student Guide
- ☐ Audio cassette tape

**Training**

- ☐ 2 day training for health professionals, teachers or peer leaders
- ☐ Follow-up support/modeling for teachers
- ☐ Training comprehensive? Yes    No
- ☐ Provide readiness for implementation? Yes    No



**Draft Implementation Checklist: Project Northland**

Grant Year 1 2 3

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

\_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_ Coalition  
\_\_\_\_\_ No. of Classes \_\_\_\_\_ Type of Class (if applicable) \_\_\_\_\_ No. of Yth.

**Program Components**

- ☐ Parental involvement/education: to provide parental support and modeling
- ☐ Peer led school-based programs (peer leadership): designed to increase peer pressure resistance and social competence skills
- ☐ Community policy change: community-wide task force identify major community problems around adolescents alcohol use, then develop and implement a policy action plan designed to change the larger environment.

**Program Structure**

- ☐ Social-behavioral curricula in schools (details for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades)
  - ☐ 6<sup>th</sup> grade = “Slick Tracy” is a 6 session school-based program for students and parents and includes direct parent education materials.
  - ☐ 7<sup>th</sup> grade = “Amazing Alternatives” is an 8 session, peer-led and classroom-based program; taught once or twice/week over 4-8 consecutive weeks. Parents and community members may be involved in leadership & alternative activities.
  - ☐ 8<sup>th</sup> grade = “Powerlines,” is an 8 session, peer led, classroom-based program that introduces students to power groups in their communities. It is taught once or twice/week over 4-8 consecutive weeks.
- ☐ Community Task Force Activities

**Program Materials**

- ☐ 6<sup>th</sup> grade teacher’s manual
- ☐ 6<sup>th</sup> grade student activity book, 4 comic books
- ☐ 7<sup>th</sup> grade teacher’s manual
- ☐ 7<sup>th</sup> grade student activity book
- ☐ 8<sup>th</sup> grade teacher’s manual
- ☐ Alternatives program guide

**Training**

- ☐ Peer
- ☐ Teacher
- ☐ Decision-makers (school/community)
- ☐ Training comprehensive    Yes    No
- ☐ Provide readiness for implementation?    Yes    No

**Draft Implementation Checklist: Strengthening Families**      **Grant Year 1 2 3**

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

\_\_\_\_\_ **Ages**      \_\_\_\_\_ **Communities**  
\_\_\_\_\_ **Coalition**      \_\_\_\_\_ **No. of Participants**

**Program Components**

- ☐ Parent training (behavior & cognitive strategies & homework exercises to improve parenting, communication and nurturing skills)
- ☐ Children's skill training (life & social skills training & homework exercises to help youth improve their behaviors & competence)
- ☐ Family skills training (family involvement exercises with homework to allow the family to practice what they have learned in their separate parent & youth sessions)

**Program Materials**

- ☐ Parent skills curriculum
- ☐ Parent skills training manual and parent handbook
- ☐ Children's skills curriculum
- ☐ Children's skills training manual and children's handbook
- ☐ Family skills curriculum
- ☐ Family skills training manual
- ☐ Evaluation package

**Program Structure**

- ☐ 14 weekly sessions
- ☐ Sessions last 2-3 hours each
- ☐ 5-14 families (high risk or substance using)
- ☐ Parent and children sessions meet separately and then convene for family sessions

**Training**

- ☐ A minimum of three days of training is necessary, however, 2 days of training per each component is recommended, with on-site practice and supervision requested.
- ☐ Facilitator should be a counselor experienced in family dynamics and substance abuse
- ☐ Training comprehensive?    Yes    No
- ☐ Provide readiness for implementation?    Yes    No

**Draft Implementation Checklist: Smart Moves****Grant Year 1 2 3**

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

\_\_\_\_\_ **Grade** \_\_\_\_\_ **School** \_\_\_\_\_ **Coalition**  
\_\_\_\_\_ **No. of Classes** \_\_\_\_\_ **Type of Class (if applicable)** \_\_\_\_\_ **No. of Yth.**

**Program Components**

- ☐ Be SMART: in-service training
- ☐ SMART Kids-Make-SMART Moves: skills development training for 6-9 year olds
- ☐ Start SMART: resistance skills training for 10-12 year olds
- ☐ Stay SMART: social skills training for 13-15 year olds
- ☐ Keep SMART: parent program (Family Advocacy Network – FAN Club)
- ☐ SMART Ideas: prevention activities/events to stress non-drug-use norms
- ☐ Act SMART: HIV/AIDS Education

**Program Materials**

- ☐ Stay SMART curriculum
- ☐ SMART Leaders curriculum and videotapes
- ☐ FAN Club manual
- ☐ Start SMART curriculum
- ☐ A Guide for SMART Operators: implementation manual for project coordinator

**Program Structure**

- ☐ Stay SMART – 12 sessions, 1 ½ hours each
- ☐ SMART Leaders – 5 sessions, 1 ½ hours each for Year 1
- ☐ SMART Leaders – 4 sessions, 1 ½ hours each for Year 2
- ☐ Prevention involvement activities 2-3 hours /week following small group sessions for Years 1 and 2

**Training**

- ☐ 2 day training for coordinators
- ☐ Training comprehensive? Yes No
- ☐ Provide readiness for implementation? Yes No

## **Draft Implementation Checklist: Reconnecting Youth**

**Grant Year 1 2 3**

***The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.***

\_\_\_\_\_ **Grade** \_\_\_\_\_ **School** \_\_\_\_\_ **Coalition**  
\_\_\_\_\_ **No. of Classes** \_\_\_\_\_ **Type of Class (if applicable)** \_\_\_\_\_ **No. of Yth.**

### **Program Components**

- ☐ Personal Growth Class:
  - ☐ Social skills training
  - ☐ Positive peer culture
- ☐ Social Activities and School Bonding
  - ☐ Social activities (e.g. drug-free weekend activities, volunteer opportunities, etc.)
  - ☐ School bonding (e.g. volunteer project at school, participating in a middle school orientation to HS, connecting individual students with other school jobs in which they may be interested)
- ☐ School System Crisis Response Plan: related to youth suicide or accidental death and includes:
  - ☐ Steps for preparing for preventing suicide and responding to suicide or accidental death
  - ☐ Steps for preparing for and responding to post-suicide interventions

### **Program Materials**

- ☐ Leader's guide/curriculum
- ☐ Training guide

### **Program Structure (school-based)**

- ☐ Targets students grades 9 – 12 who show signs of poor school achievement and potential for dropping out of high school
- ☐ Personal Growth Class:
  - ☐ Semester long (20 weeks)
  - ☐ Daily class (50-60 minute class session)
  - ☐ Led by school person trained to work with students who are at risk
  - ☐ Small group format
  - ☐ Group leader: student ratio of 1:12 per class
  - ☐ Social skills training includes 1 getting started unit which lasts 10 days, 4 life skills training units which last 3-4 weeks each, 1 wrap-up unit that lasts 2 weeks

### **Training**

- ☐ 3-5 day training workshop as initial training for PGC group leaders
- ☐ On-going training and supervision of group leader by program coordinator
- ☐ Training comprehensive? Yes No
- ☐ Provide readiness for implementation? Yes No

## **Draft Implementation Checklist: Creating Lasting Connections**

**Grant Year 1 2 3**

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

\_\_\_\_\_ Ages \_\_\_\_\_ Communities  
\_\_\_\_\_ Coalition \_\_\_\_\_ No. of Participants

### **Program Components**

- ☐ Parent training (AOD issues, parenting and communication skills)
- ☐ Youth training (AOD issues, communication & social & refusal skills)
- ☐ Church Advocate Teams, or CATs (identification, recruitment, assessment and selection of church communities and development and orientation of CATs)
- ☐ Early Intervention Services (if needed, families are referred to appropriate agencies)
- ☐ Follow-up Case Management Services

### **Program Materials**

- ☐ “Developing Positive Parental Influences” Training Manual
- ☐ “Developing Positive Parental Influences” Participant Notebook
- ☐ “Raising Resilient Youth” Training Manual
- ☐ “Raising Resilient Youth” Participant Notebook
- ☐ “Getting Real” Training Manual
- ☐ “Getting Real” Participant Notebook
- ☐ “Developing Independence and Responsibility” Training Manual
- ☐ “Developing Independence and Responsibility” Participant Notebook
- ☐ “Developing a Positive Response” Training Manual
- ☐ “Developing a Positive Response” Participant Notebook

### **Program Structure**

- ☐ Parent training:
  - ☐ Three modules = AOD issues at 20 hours; parenting skills at 20 hours; communication skills at 15 hours
  - ☐ Each module lasts 5-6 weeks
  - ☐ 2 ½ hours per week

- ❑ Youth training:
  - ❑ Three modules = AOD issues, communication & refusal skills at 15 hours
  - ❑ Each module lasts 5-6 weeks
  - ❑ 1 ½ - 2 hours in length
- ❑ Optional Parent and Youth Combined “Getting Real” Sessions:
  - ❑ Two or three 2 ½ hour meetings
- ❑ For maximum, effectiveness, parents and youth are engaged in all modules consecutively and simultaneously

### **Training**

- ❑ CAT staff – 20 hours of training over 8-10 week training sessions
- ❑ Training comprehensive?    Yes      No
- ❑ Provide readiness for implementation?    Yes      No



## **Draft Implementation Checklist: Project Alert**

Grant Year 1 2 3

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_ Coalition  
\_\_\_\_ No. of Classes \_\_\_\_\_ Type of Class (if applicable) \_\_\_\_\_ No. of Yth.

### **Program Components**

- ☐ Motivating non-use component
- ☐ Identifying pressures to use drugs, learning to resist those pressures and practicing resistance skills
- ☐ Review of key concepts and skills
- ☐ Special issues: Inhalant Abuse and Smoking Cessation

### **Program Materials**

- ☐ Core curriculum is video-based designed for 6<sup>th</sup> & 7<sup>th</sup> grader or 7<sup>th</sup> & 8<sup>th</sup> students
- ☐ Booster lessons (3 )
- ☐ Teacher video: "Project Alert: A Guided Tour"
- ☐ Curriculum videos:
  - ☐ "Let's Talk About Marijuana"
  - ☐ "Pot: The Party Crasher"
  - ☐ "Lindsay's Choice"
  - ☐ "Pot or Not?"
  - ☐ "Clearing the Air"
  - ☐ "Saying No to Drugs"
  - ☐ "Paul's Fix"
  - ☐ "Resisting Peer Pressure"
- ☐ Classroom posters

### **Program Structure**

- ☐ Core curriculum lessons and booster lessons last one class period
- ☐ Eleven core curriculum lessons taught one week apart in 7<sup>th</sup> grade
- ☐ Three booster lessons taught one year after core curriculum lessons (8<sup>th</sup> grade)

### **Training**

- ☐ 1 day teacher training
- ☐ Training comprehensive? Yes No
- ☐ Provide readiness for implementation? Yes No

## **Draft Implementation Checklist: Across Ages**

**Grant Year   1   2   3**

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

\_\_\_\_\_ **Grade** \_\_\_\_\_ **School** \_\_\_\_\_ **Coalition**  
\_\_\_\_\_ **No. of Classes** \_\_\_\_\_ **Type of Class (if applicable)** \_\_\_\_\_ **No. of Yth.**

### **Program Components**

- ☐ Elders mentoring youth
- ☐ Youth performing community service
- ☐ Life skills curriculum provided in schools
- ☐ Family component (involving family members in workshops and activities)

### **Program Materials**

- ☐ Elder Mentor Handbook
- ☐ Elder Mentor Training Video and Facilitator's Guide
- ☐ Full Circle Theater
- ☐ Handouts – project staff info, calendar of project year, sample forms

### **Program Structure**

- ☐ Mentoring – older adults (55+) spend a minimum of 4 hours each week (two 2-hour sessions) with high-risk 6<sup>th</sup> grade students
- ☐ Students perform community service by making bi-weekly visits of about an hour to institutionalized frail elderly for 30 weeks
- ☐ Life skills curriculum taught 2x a week

### **Training**

- ☐ Teachers trained to administer life skills curriculum to 6<sup>th</sup> graders
- ☐ Youth receive 4 or 5 hours of training prior to community service visits
- ☐ Mentor 2-day pre-service training
- ☐ Mentor monthly in-service training
- ☐ Training comprehensive?   Yes   No
- ☐ Provide readiness for implementation?   Yes   No

## **Draft Implementation Checklist: Student Assistance Program**

**Grant Year   1   2   3**

*The SAP checklist is presented by level of formalization, with level 1 being the least formal and level 4 being the most formal. Please identify within each component your present level of formalization. The goal is to strive to reach level 4 for all required components. This checklist is not intended to measure program fidelity.*

\_\_\_\_\_ **Grade(s)**                      \_\_\_\_\_ **School**                      \_\_\_\_\_ **Coalition**

### **Program Components**

- ☐ Clear policies
  - ☐ 1 - No written statement exists
  - ☐ 2 - A policy exist but I am unfamiliar with it
  - ☐ 3 – A policy exists and it is used by a C.O.R.E. team to guide their work
  - ☐ 4 – The policy exists and clearly defines the purpose and role of the system and its relationship to the goals and mission of the school. The policy is widely known to all staff and is enforced consistently
- ☐ Staff training
  - ☐ 1 - No staff have been identified as needing ATOD training
  - ☐ 2 – A few staff have been identified, but have not been sent to an Act 51 training or other formalized training
  - ☐ 3 – Sufficient staff have been identified, and are provided with enough time to attend yearly training's
  - ☐ 4 – All staff continue to update their ATOD training yearly. Training's are provided as needed by the SAP
- ☐ CARE/CORE Team
  - ☐ 1 – No team exists or procedure for referring students
  - ☐ 2 – A team exists but I am not part of it
  - ☐ 3 – A C.O.R.E. team exists, which has been trained in the last three years, and it is used regularly by staff
  - ☐ 4 – The C.O.R.E. team exists and meets weekly to identify and address student concerns. Minutes are kept and students are followed-up on. The student assistance counselor is part of the team

- ❑ Referral process
  - ❑ 1 – There is no referral process in place. If a student needs help most teachers refer them to their guidance counselor
  - ❑ 2 – A formal referral process exists but not all staff or students know how to access it
  - ❑ 3 – A team has been trained and follows a referral process. Students are referred regularly
  - ❑ 4 – A referral process has been in effect in our school for three years and all staff and students have access to it
- ❑ Evaluation assessment
  - ❑ 1 – No evaluation of the program takes place
  - ❑ 2- The student assistance counselor records number of students seen
  - ❑ 3 – The student assistance counselor keeps track of services provided and reports monthly to school district
  - ❑ 4 – The student assistance counselor uses statistical forms in accordance with the Office of Alcohol & Drug Abuse Programs and ASAP of Vermont and is also evaluated by an in-house supervisor and clinical supervisor
- ❑ Referral service agreements with treatment providers
  - ❑ 1 – No service agreements with providers exist in our district
  - ❑ 2 – A service agreement exists with an agency
  - ❑ 3 – A service agreement exists with an agency and students and families are referred regularly
- ❑ Follow-up
  - ❑ 1 – We do not follow-up on students because of lack of time
  - ❑ 2 – We follow-up on referrals as needed
  - ❑ 3 – We follow-up on all students each student has a “case manager: who reports back to the team
  - ❑ 4 – All students referred are followed as long as services are needed
- ❑ Peer programs
  - ❑ 1 – We have no peer programs
  - ❑ 2 – We offer a peer program for a small group of students
  - ❑ 3 – We have several opportunities for peers to be involved in programs
  - ❑ 4 – Over 50% of our students are involved in a peer program. We also give academic credit for peer programs
- ❑ Community awareness
  - ❑ 1 – Our school offers no community awareness
  - ❑ 2 – Our school district provides one night a year for community awareness
  - ❑ 3 – We provide on-going monthly community awareness education groups
  - ❑ 4 – Our district provides monthly groups, as needed education seminars, offers parenting classes and provides a reporting of YRBS or other surveys yearly
- ❑ SAP Counselor
  - ❑ 1 – The SAP is not an apprentice, certified or part of Association of Student Assistance Professionals of Vermont. The counselor does not work two full days a week, a minimum of 16 hours in each school
  - ❑ 2 – The SAP is in the process of getting apprenticed and works a minimum of two days per week
  - ❑ 3 – The student assistance counselor is apprenticed/or certified and receives both in-house supervision and clinical supervision weekly
  - ❑ 4- The student assistance counselor is fully certified, receives weekly supervision and is a member of ASAP of Vermont and attends monthly peer meetings

## **Program Materials**

- ☐ Statistical Tracking Form

## **Program Structure**

- ☐ 1 Counselor is based at each school a minimum of 2 days per week
- ☐ Weekly clinical supervision with CADAC
- ☐ An administrative supervisor is identified

## **Training**

- ☐ School staff annually update their ATOD training
- ☐ July 1999 SAP Training
- ☐ SAP Counselor is CADAC or an apprentice counselor (has commenced this process)
- ☐ SAP is part of ASAP and attends monthly meetings
- ☐ Mason's CARE Training
- ☐ Training comprehensive?    Yes    No
- ☐ Provide readiness for implementation?    Yes    No

Developed by the Association for Student Assistance Professionals and the Vermont Department of Health, Revised: 6/1/00

## **Draft Implementation Checklist: Mentoring**

Grant Year 1 2 3

*The purpose of the model program checklist is to identify the required, basic components for each model program. This checklist is not intended to measure program fidelity.*

*Attached to this checklist is a document that identifies the core components of a research-based mentoring program. The Core Components document is intended as a blue print for the design and implementation of a mentoring program.*

\_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_ Coalition  
\_\_\_\_\_ No. of Classes \_\_\_\_\_ Type of Class (if applicable) \_\_\_\_\_ No. of Yth.

### **Program Components**

- ☐ Volunteer orientation
- ☐ Parent/guardian orientation
- ☐ Child/youth orientation
- ☐ Volunteer screening
- ☐ Youth assessment (screening)
- ☐ Matching
- ☐ Staff supervision
- ☐ Closure

### **Program Materials**

- ☐ N/A

### **Program Structure**

- ☐ Recruitment/inquiry process
- ☐ Consistent pattern of contact between mentor and youth
- ☐ Staff maintain monthly phone contact with parent/youth during the first year
- ☐ Staff maintain quarterly contacts with all parties for duration of the match

### **Training**

- ☐ Mentor training, *including a segment on ATOD*
- ☐ Training comprehensive? Mentoring: Yes No ATOD: Yes No
- ☐ Provide readiness for implementation? Mentoring: Yes No ATOD Yes No